

SOCIAL TYPES AMONG DELINQUENT GIRLS IN ATLANTA

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A THESIS

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CHAPTER I

INTRODUCTION

The Problem

The most prevalent opinion about delinquent acts are those given by parents, neighbors, school teachers, merchants, preachers, policeman, and others who define them as anti-social in the sense of being contrary to morally and legally accepted types of conduct. (But the term "anti-social" is normative and not scientific. Delinquent, like criminal, activity involves interaction and hence is social though it is not approved by persons who have power and prestige in the community. More strictly, delinquency is misconduct, that is, it is anti-moral and anti-legal in character.) Yet, many acts of children and youth which we do not label delinquent are disapproved. It is often difficult to draw the line between the "problem child" of the home and the delinquent.¹

This study will attempt to derive some of the social types found among delinquent Negro girls in Atlanta who have been apprehended by the juvenile court.

While the state statutes vary in the matter of definition, the following from a model juvenile court law formulated by the National Probation association provides a working basis for distinguishing delinquency from other, somewhat related acts.....

The words "delinquent child" include: (a) A child who has violated any law of the state or any ordinance or regulation of a subdivision of

¹ Kimball Young, Personality and Problems of Adjustment (New York, 1941), p. 625.

the state. (b) A child who by reason of being wayward or habitually disobedient is uncontrolled by his parent, guardian or custodian. (c) A child who is habitually truant from school or home. (d) A child who habitually so deports himself as to injure or endanger the morals or health of himself or others.¹

What, then, is the relationship of the juvenile court to the delinquent?

Juvenile Court legislation is based on the principle that the state is the ultimate parent of all minors, that it owes them protection, care, and guardianship, and that it must help rather than punish them. Emphasis is placed on the child and on understanding and meeting his needs, rather than on the act or circumstance that brings him to court attention....

Standards for juvenile courts adopted in 1933 by a committee appointed by the chief of the Children's Bureau, United States Department of Labor, enumerate these services and facilities. The standards also include: jurisdiction of all children under eighteen years of age whose acts or circumstances merit court attention; a judge chosen because of his special qualifications for the juvenile court; informal court procedure and private hearings; and adequate detention facilities.²

By "conduct" reference is here made to the manner in which people act toward one another in their interpersonal relations in accordance with the norms and expectations of the group. Thus ways of acting, generally accepted and regarded as indicating one's social status in a group would be instances of conduct as defined. An exaggerated form of conduct in a situation of this nature catches the attention of the people who categorize

¹ Ibid., p. 625.

² United States Children's Bureau. Juvenile Court Standards, Government Printing Office, Quoted in Social Work Year Book, 1945, "Juvenile and Domestic Relations Courts," p. 224.

it accordingly through their everyday language.¹

In a discussion of social types distinction must be made between a personality type and a social type because of the existing vagueness in the sociological literature as to the distinction between the concepts of "personality type" and "social type", which are often used interchangeably.

A personality type may be considered the basic life organization or style of the individual in terms of the nature of his overt conduct, and his inner values, meanings, attitudes, traits, disposition, and the like. It is essentially a matter of how one responds to himself and others.²

A social type as defined by Young³ reflects what the individual does in his various group contacts, and the manner in which these in turn influence his status. In short, the type of social role may change with variations in participation, but the personality type is for the adult at least, a much more fixed and inflexible feature of his total make up.

For the purpose of this study the definition of a social type as defined by Burgess⁴ in his interpretative comments of the work of Shaw in the field of delinquency will be used. That is, that a social type does not refer to the mechanism of personality reactions, but to attitudes values and philosophy of life derived from copies presented by society and

¹ Samuel Strong, "Social Types In a Minority Group," The American Journal of Sociology, XLVIII (March, 1943), 563.

² Kimball Young, op. cit., p. 326.

³ Ibid.

⁴ E. W. Burgess, "The Study of the Delinquent as a Person," The American Journal of Sociology, XXVII (March, 1928), p. 657.

assumed by the individual which creates the social type. Thus, to use Shaw's¹ case of Stanley, he was a "runaway", a "delinquent", a "Jackroller", during one period of his life, later he became a "salesman" and "respectable citizen."

Therefore, it may be presumed that such social types as "the fast girl", the "street walker", the "shop lifter", the "runaway", are some of the recognized types as they refer to delinquent girls and as defined by the group.

It is the object, then, of this study to isolate the social types which the members of the group refer to in their everyday language since such types are created inside the collective life of the group.

Related Studies

Social types are designated in such studies as those made by W. I. Thomas and Florian Znaniecki² and Louis Wirth³, but the most relevant studies to this study are the studies of Samuel Strong⁴ and Nels Anderson⁵.

Thomas and Znaniecki attribute to the concept of type the same importance in social synthesis as the concept of "causal fact" plays in social analysis. They state that "the aim of the former is to find classes just

¹ Clifford R. Shaw, The Jackroller (Chicago, 1930), p. 193.

² W. I. Thomas and Florian Znaniecki, The Polish Peasant in Europe and America, III (Boston, 1919), p. 1837.

³ Louis Wirth, The Ghetto (Chicago, 1928).

⁴ Samuel Strong, op. cit.

⁵ Nels Anderson, The Hobo: The Sociology of the Homeless Man (Chicago, 1923).

as the aim of the latter is to find laws." The authors of the Polish Peasant claim that their classification of types is "only a starting point for researchers whose aim must consist in a synthetic characterization of human types precisely with regard to the content of attitude and value which constitute their social personalities."¹

Louis Wirth² made an important beginning in his attempt to present social types as found among Jews. In an article published prior to his principal work The Ghetto, he gives the following explanation of the concept "social type".

The sociologist, in transforming the unique or individual experience into a representative or typical one, arrives at the social type, which consists of a set of attitudes on the part of the person toward himself and the group and a corresponding set of attitudes of the group toward him, which together determine the role of the person in his social milieu. The extent to which social types may be depicted depends upon the definiteness of the organization of the attitudes and their characteristic cohesion about a core of significant social traits.

Nels Anderson in the study of the homeless man³ sought to portray the "hobo" in his own habitat in the social world he created for himself within the limits of the larger community by which he is surrounded but from which

¹ Ibid., p. 1837.

² Louis Wirth, "Some Jewish Types of Personality," Publication of the American Sociological Society, XXXII (1926), 90-96.

³ Nels Anderson, op. cit.

he is an outcast. The consideration of Anderson's "Hobo" and the manner in which this type has been interpreted emphasizes still more the main preoccupation in this section of contrasting the various forms which the concept "social type" has taken on in the sociological literature. The "Hobo" as a generalized configuration of conduct, including the sub-types of tramp, bum, etc., is a synthetic characterization of an entire group, and is regarded by Anderson as a social type.

Samuel Strong,¹ states that in the light of the various conceptions of personality, personality type, and social personality, it may be pointed out that the concept of "social type", as it was treated in his study "Social Types In a Minority Group," refers to an individual whose conduct in his social milieu is defined and recognized by the group in a specific manner. The materials presented in this study demonstrated that the social type, empirically arrived at, bears a particular name that originates from the attitudinal reactions of the group toward the conduct of the type. The definition made by the group indicates the role and function of the social type. The social type is not a personality type in the sense in which the student of personality uses that concept. The social type arises in a given social situation and ceases to be one when the social milieu is affected by severe changes. The concern in this study was not to determine what type of personality pattern the "jack-leg preacher" or the "white man's nigger" possessed; they were shown to be social types because they were recognized in the everyday language of the community, because the people have specific reactions toward them, and because of what their conduct means

¹ Samuel Strong, op. cit.

in the social life of the various segments of the group. The social type as used in this research refers to a construct which the group formulates in the process of categorizing some of its members who display a marked form of conduct. The social type is an empirical datum originating in specific social situations and indentifiable through the attitudes and definitions of the group.

The attitudes of the group toward social types reflect the group's reaction to the social situations in which these social types play a part.

Using these pivotal studies as guides it is hoped that the following questions may be answered as to social types among delinquent girls:

1. What significant social types have been isolated and identified by these delinquent girls?
2. What is the dominant interest around which these types cluster?
3. What significant meaning does this clustering have in the role of the delinquent?
4. What significant conclusions can be presumed in the use of the social type method in a study of delinquents?

Therefore, it is the purpose of this study (1) to isolate some of the significant social types that are defined by the group, (2) to ascertain the dominant interest around which these types cluster, (3) to interpret the meaning attached to clustering as exemplified by the delinquent's role and (4) to formulate possible conclusions of the use of the social -type method in a study of delinquency.

Data and Their Availability

The data for this study has been made available through the cooperation

of the Judge of the juvenile court; the probation officers and the use of official records of each girl under study. The records have been screened and those offering the greatest amount of information along with the willingness on the part of the girls to participate are those which have been used. The girls have been available for interviews, some in their homes, some at the juvenile court, and some in the Detention Home.

Approach

For the purpose of this study the case study method and interview technique were employed.

The case records of thirty girls available for interviews were used. The data sheet for collecting the necessary information as to the socio-economic status of the family was recorded as outlined in Appendix A.

Informal interviews were held with the girls and through abstraction and categorization in terms of the conduct of the girls the sociological types recorded in this study were derived.

Further interviews, both formal and intensive revealed that many of these types as defined by the group were similar in meaning although identified by another name.

Not only did the similarity in the meaning of the types influence their grouping, but it was revealed from the factors exhibited in their delinquent role that they clustered around similar lines of dominant interest which had specific meaning for the delinquent. Therefore, according to this procedure the grouping found in the study was derived.

In addition to these sociological types which emerged out of the collective life of the group an attempt was made to evaluate the use of

the social type method in the study of delinquency.

Contribution to the Field

The investigator is of the opinion that this study of sociological types among delinquent girls can be used advantageously in determining the sociological types existing among delinquent girls, the social situations out of which they arise, and a more intimate approach as to basic factors involving delinquent groups. This may be accomplished through the technique of giving the group an opportunity to define these persons among them whom they know possess specific forms of conduct.

CHAPTER II

TYPES OF DELINQUENT GIRLS

The discussion which follows in this chapter will deal with the types of delinquent girls as revealed through interviews.

The social types have been arrived at by the group through abstraction and categorization and recognized as such in their everyday language. In the process of categorization the special names and characterization ascribed to as a social type depict the peculiar mode of action in a particular situation. Although this mode of action in the delinquent group does not bring forth the type of response as recognized by Strong¹ in his characterization of the "white man's nigger", which brought forth resentment and contempt from the group, while the "race leader" who signified race pride in the eyes of the community, evoked reactions of esteem and admiration, it is significant to the delinquent girls in that they show a marked form of conduct which isolates this type of girl. It is in this manner that the group recognized them as "prostitutes", "hustlers", and "streetwalkers". They have been grouped according to their dominant interest and the factors which they have exhibited in the delinquent role.

In the isolation of the types one can observe the similarity in the meaning of some of the types although identified by another name. This may be explained by the manner in which the interviews were conducted. It was necessary to observe the regulations of the juvenile court in conducting

¹Samuel Strong, op. cit., p. 564.

these interviews, therefore, groups of girls were seen in their homes and the Detention Home, and the office of the probation officers. The court in its program of rehabilitation does not wish to encourage more than is necessary, the assembling of these girls in one compact group because of the nature of their problems. By isolating these types and studying their delinquent role and its meaning for the group and the individual girl it is possible to form a "frame of reference" as to the understanding of the various types clustering around a particular dominant factor.

Let us, therefore, acquaint ourselves with the sociological types revealed in this study grouped according to the dominant interest or factor exhibited in the delinquent role. These types, as isolated in this study, are presented below.

Definition of Types

Trouble maker.--One who carries gossip which creates dislike for certain members of the group. She is frequently the cause of fights and arguments.

Gang leader.--A girl who has influenced a gang of boys to let her direct their activities in committing theft. All money articles and what ever items they have on hand are turned over to her. She disposes of them as she sees fit, and gives them what she wants them to have. The members of the "gang" are loyal to her in that they do not tell who she is or give any information which would cause her to be apprehended.

Shoplifter.--One who centers her stealing in Department Stores and Five and Ten Cent Stores. One method used for getting the goods out of the store is to purchase a shopping bag and as one passes counters

containing small items she drops them in the bag without anyone noticing her. The other method is to try on a garment, hat, dress, shoes or any other wearing apparel, and while the clerk is waiting on someone else, walk out of the store with it on.

Stubborn.--One who refuses to accept the opinion and suggestions of others when she knows she is wrong. In other words she clings to her point of view regardless of the consequence.

Impudent.--One who gives a great deal of "back talk" especially to adults.

Truant.--One who is constantly absent from school because she wishes to be. Her dislike for school may be dislike for the teacher, her inability to dress like other girls, disregard for authority and numerous other reasons.

Bad girl.--A girl who is a combination of stealing, lying, sexual contacts and all of the other delinquent activities which one can think of.

Black sheep.--One whose behavior is so unlike that of other members of her family in that she does many of the things which she knows her family will not approve. She is usually extremely anti-social in nature.

Rogue.--One who steals anything from a package of chewing gum to expensive items. Her stealing is not confined to any specific place she will steal from anyone, family included, and any place the opportunity offers itself.

Sex delinquent.--A girl who is promiscuous sexually without any particular monetary goal in view. She does not necessary need to know the

other party, but appears unable to control her sex urge.

Kept woman.--One who dresses well, has money to spend and conceals her source of income. When her source of income is revealed it is usually found that it is someone who has a regular income and can afford to amuse himself in this fashion. Girls in this particular group do not wear expensive clothes in the sense of the adult "kept woman", but they have more than the average girls with whom they associate.

Prostitute.--One whose sexual contact is based primarily on a monetary reward or its equivalent. Many of the girls in this group have grown up in an environment which has been infested with women of this type, therefore, the girls can recognize easily one whose conduct points in that direction.

Street walker.--One who spends most of her time on the streets, in parks, and other public places. She solicits from the streets, sleeps in doorways and frequently in the park.

Hustler.--An experienced girl in the "ways of the street." She is interested in obtaining money by any means. She will frequently shield others in delinquent acts if money is the reward. She knows the situations in which men are weakest and takes advantage of them. She is a determined person in what she starts out to do. She is resourceful. If she can not obtain money in one way she tries another way.

Runaway.--One who is persistently absent from the home without her parent's consent. The "Runaway" can stay away days and weeks at a time without clean clothes and food. When she returns or is picked up by police she promises never to runaway again, but frequently breaks this promise

within a few days.

Homewrecker.--A girl who prefers illicit love affairs with married men to those of single ones. She usually tries her technique on the husband of her best friend if it works she feels that she can attract others by using the same technique. She has expressed a preference for married men in that they have more "sense" about what girls like than single men. As for their wives and families she feels proud that she is playing a game in which the wife is too stupid to recognize the outcome. When she does "wake up" her husband has other interest.

Nice girl.--A girl who is in juvenile court frequently because of some circumstances in her home or with associates. She tries to live above her environment by being good but finds it hard to do because of the attitude of her parents.

Bus-cafe and train station girl.--One who hangs around these places of transportation either to steal luggage, "pick up men" or beg.

Slick chick.--One who is capable of concealing her delinquency, although there are indications that she is doing something questionable. She is recognized as one who dresses better than the girls in her group, yet no one is able to point out the actual delinquent act.

Types Classified According to Groups and Dominant Interest

Group I: Dominant Interest or Factor in Delinquent Role - Domination and Defensiveness

Trouble Maker

Gang Leader

Group II: Dominant Interest or Factor in Delinquent Role - Desire for Things e. g. Money, Clothing, and Toys.

Shoplifter

Group III: Dominant Interest or Factor in Delinquent Role - Disrespect
for Authority.

Stubborn

Impudent

Truant

Bad Girl

Black Sheep

Rogue

Group IV: Dominant Interest or Factor in Delinquent Role - Sexual
Expression

Sex Delinquent

Kept Woman

Prostitute

Streetwalker

Hustler

Group V: Dominant Interest or Factor in Delinquent Role - Escape
from Home Situation

Runaway

Homewrecker

Nice Girl

Bus-Cafe and Train Station Girl

Group VI: Dominant Interest of Factor in Delinquent Role - Desire
for Affection

Homewrecker

Group VII: Dominant Interest or Factor in Delinquent Role - Parent-
child Hostility and Disrespect for Authority

Runaway

Black Sheep

Bad Girl

Truant

Group VIII: Dominant Interest or Factor in Delinquent Role - Big

Timing (Apeing the ways of adults)

Slick Chick

Hustler

Homewrecker

Group IX: Dominant Interest or Factor in Delinquent Role - Exploitation

Bus-Cafe and Train Station Girl

Hustler

The types contained in the above chart will be explained more fully through excerpts from the interviews and case records. More detailed cases will be presented in Chapter III with specific emphasis upon the groups of types clustering around a particular dominant factor.

Group I: "Trouble Maker " and "Gang Leader"

Gertrude¹ a "trouble maker" was thirteen years old at the time of her first delinquency and had been brought to the juvenile court twice before her major offense for minor disturbances. The current reason for being in the court was an arrest by officers for stabbing another girl at a public dance. Gertrude gives the following account of the incident:

"I left home on Friday evening without the consent of my parents to attend a dance. While there I was pushed by someone

¹ Names, places and other identifying data have been disguised.

who in turn made me push the person next to me. I apologized to the girl, but she did not accept it. Words were passed between the two of us and as I turned to go down stairs she struck me. At the same time a knife was dropped which I picked up and had thought only of using to frighten the other girl but she came upon me so rapidly that I struck at her with it. I did not know she was out until I saw the blood."

Witnesses to the incident gave a different account. They accused Gertrude of having had other "run-ins" with this girl in the neighborhood because of her constant carrying of gossip to another girl causing frequent fights and misunderstandings. The girls resented her because anytime she showed up at an affair or in the group there was sure to be trouble.

Of course, Gertrude explained further that the group "picked on her" all of the time and she had to protect herself. As for the carrying of gossip from one girl to the other she said that the girls encouraged her to find out all she could about other girls and their "boy friends" because some of the girls in the neighborhood thought they were so "hot" that is, that they were the only girls who had the boy's interest. Gertrude had no regular "boy friend" but "palled" with all of them so she said.

She was advised to stay out of this neighborhood, but she did not, and was again brought to the court for encouraging a fight in which a boy was severely cut. She was committed to the Training School for Girls.

"Gang Leader"--The Girl Leader of a Gang of Boys

Rosa has a juvenile court record which dates from the age of nine years when she was first brought into court with a boy by store officers for stealing six pocketbooks from a Department Store. She denied the stealing and placed all of the blame on the boy who did not deny it.

There were numerous incidents of stealing, such as opening March of Dime Boxes, soft drink boxes, stealing cars, and automobile tires. Rosa was always supposedly involved and many of the victims said that there was a girl among the "gang of boys" who gave the orders but they could not furnish enough identifying information for her to be apprehended. Neither would the boys divulge any information about her even under severe punishment. It is believed, however, that one incident which brought her to the court, the stabbing of one of the boys in the gang, was because he had threatened to talk to the police and tell them about her. She

explained the incident to which she had witnesses. No charges were made against her and on one occasion a man whose soft drink box they were "raiding" shot into the group of children one of the bullets striking Rosa in the leg. She was treated for this injury and later appeared in court. It was then that the other incidents in her delinquent career were brought to the attention of the judge and she was committed to the Training School.

Group II: "Shoplifter"

Two girls have been recognized by the group as falling in this category.

They were involved in the same shop-lifting experience.

Doris is eleven years old and Harriet is ten. Neither had been in the juvenile court before, although Harriet admits having followed another girl older than she on one of these excursions some months before.

The girls left home at the regular hour for school, but at the suggestion of one of them, (one accuses the other of making the suggestion,) they decided to go downtown to the shopping area. They had thirty-eight cents with which to purchase their lunches, so decided to use part of it to purchase shopping bags. This they did. The following statement related the incident as told by them in their own words:

After walking around in the store, Doris told me "You get what you get and I'll get what I get." We then went from counter to counter in the Department Store and put things in our bags. We took hair ribbon bows, beads, hair combs, socks, and some more small things. We kept on until we had our bags filled. Then we left the store. (Doris related the same story but used Harriet's name as the one who offered all of the suggestions.)

On our way home we decided which one would take the things and how we would explain having them to our mothers. We finally decided that we would tell them that we had found five dollars which we used to purchase the things in the bag.

We went to my house (Harriet's) first since my mother did not work. We told her about finding the five dollars. She did not seem to believe it and began asking us a "gang" of questions which we could not answer. She began to whip me and I told the truth. She then called the police and they came out to my house and then went to Doris' house. Her mother was not home until late.

He came back later and told Doris' mother what had happened. She and my mother told them to take us to the Detention Home. The articles were returned to the store. We stayed in the Detention Home over night and was placed under the supervision of the probation officer.

Group III: "Truant", "Bad Girl", "Black Sheep", "Rogue", "Stubborn", and "Impudent"

This group of types has a dominant line of interest in that it represents those who disrespect authority. You will note from the excerpts as illustrated and the definitions of the types that each one disregards and rebels against the laws, customs and mores of the group. The "truant" does not respect the law of compulsory school attendance; the "bad girl", has no regard for truthfulness, and attempts to disregard anything which might thwart her in carrying out her desire. The "black sheep" breaks out against family routine and customs. The "rogue" gets what she wants by stealing from anyone; the "stubborn" girl refuses to conform in any manner to things asked of her; the "impudent" girl resents authority so much that she takes it out in words. Sometimes one may find that the group recognizes all of these in one girl. The "truant", then is persistent in her absence from school.

Bernice, a "truant" was thirteen years old at the time of her first delinquency. She was brought into the Juvenile Court by her mother and visiting teacher after being truant from school seventeen consecutive days. The petition further stated that the mother had attempted to send the girl to school regularly, but she would not go. She refused to talk to anyone, the probation officer, her mother and the visiting teacher. She was placed in the Detention Home.

While in the Detention Home her attitude became a little better and she said that she could give no specific reason why she did not like to attend school. She refused to follow the instructions given by the matron at the Detention Home and "talked back" to her the girls informed. They

identified her in addition to being a "truant" as "stubborn" and "impudent".

Mary, a "bad girl", "black sheep", and "rogue" is the member of a family where both parents are living in the home, and the family has never been known to a social agency. There is one other child in the home older than Mary who has never given trouble.

Mary was first brought into juvenile court for larceny at which time she admitted stealing approximately \$225.52 worth of wearing apparel. Prior to the time she had been brought into court for running away from home, truancy, and failing to report to the probation officer. The larceny charge was settled outside the court, but Mary was brought into court a month later for stealing from a neighbor. This was also adjusted outside the court. After a series of stealing from individuals and department stores, Mary broke into her own home, stole her father's clothes and pawned them. She was later brought to the juvenile court for burglarizing a neighbor's home.

Group IV: "Sex Delinquent", "Kept Woman", "Prostitute"
"Streetwalker", "Hustler"

This group is characterized by similar factors in the delinquent role and dominant interest, all of which terminate in sexual expression.

Susie, a "sex delinquent" was brought into juvenile court on the complaint of her mother for admitted sexual intercourse with two men ages fifty-six and twenty-six respectively. Susie relates the following story:

"I was nine years old when I had my first experience with men. Mr. "X" and Mr. "Y" taught me all that I know. They both were friends of my family and visited the house frequently. They often teased me about having "boy friends" which I always denied. Then one day Mr. "X", the older man, told me to stop by his house sometime; his sister was there all of the time. When I did decide to stop by, his sister was very nice to me and told me to come back whenever I got ready. She looked to be about twenty-five years old.

After going back four times, Mr. "X" asked me to come to his room he had something to show me. I went in and he had a relationship with me. He told me the next time I came to bring my little brother so that my mother would not become suspicious. I would bring my brother and threaten him if he said that he was going to tell my mother.

On one occasion after the neighbors had hinted to my mother that she needed to look into my going up there so much, she came by one day and asked Mr. "X's" sister if I were there. She said

that she had not seen me. I was there then in Mr. "X's" room.

The younger man knew that I was seeing Mr. "X" and threatened to tell my mother if I did not have something to do with him, also. Both of them would give me money. One time the older man gave me ten dollars.

When I would not stop going up there as my mother asked me to, she brought me here to the juvenile court. I told the judge what had been going on and the men were arrested and sent to prison for five years each.

I am sorry that I let that happen, but I know now that it pays to obey your mother."

Bernice, a "sex delinquent", "prostitute" and "hustler" tells of her experience.

"I was afraid to go home because mother had promised to whip me for staying out the night before. I met another girl whom I knew and told her to come go to the show with me. She said that she did not have any money. I told her that I could get some.

I saw a man who worked in a grocery store who had 'winked his eye' at me once and asked him to give me fifty cents. He told me to come with him. I went down some steps into a basement with him, had intercourse with him, and he gave me the fifty cents which my friend and I used to go to the show.

When we left the show, Alice, my friend, met her boy friend and they went to a room. I waited outside for them. When they came out I started home with them but thought about the whipping my mother had promised me. I turned around and went back to the room which Alice and her boy friend had just left and asked the man if I might spend the night there. I stayed there three days and nights and had sexual relationships with him at least six times. The people in the neighborhood knew I was there and told me they were going to call the police if I did not go home. I decided to go home and take the whipping."

Hester, a "kept woman", age thirteen, was brought to the court for refusing to reveal the source from which she was getting money and clothing. She attempted to shield her activities by numerous falsehoods, such as having someone call posing as her mother on days which she stayed out of school informing the teacher that she had mumps or some other communicable disease. On another occasion she had someone telephone asking for a transfer to another school because she had moved. She used the idea of saying that she found the money so often that she was no longer believed. Her new explanation was that she did extra jobs for two girls who were attending college at whose house she frequently visited. This was found to be untrue also. It was finally disclosed that she was seeing a professional man in his office and admitted frequent sexual relations for which he either gave her money or purchased clothing for her.

Agnes, a "streetwalker", was thirteen years old at the time of her first delinquency. She was brought into court for running away from home, staying out all night, heterosexual offenses, soliciting on the streets and in the parks.

Agnes was picked up one night in the neighborhood of the Federal Penitentiary for soliciting. The park patrol also picked her up in the park with a crowd of boys, three with whom she admitted having had sexual contact. Each time she has been to the juvenile court, it has been for being on the street at an unusually late hour at night, annoying men, or trying to solicit from them.

The Visiting Teacher had her picked up for being absent from school twenty-three days. She had been informed that she had been seen in the vicinity of the Royal Theater on the streets soliciting. She admitted sleeping in doorways and in basements while on these escapades.

Group V: "Runaway", "Nice Girl" and a "Bus-Cafe
and Train Station Girl"

Nellie, a "runaway" was reluctant at first to tell everything which kept her running away from home but she finally related the major factors in her home life. This is what she said:

"My mother does not like me and mistreats me by placing the blame for everything which happens on me. She likes my little sister and brother better than she does me. I get tired of her always telling me that she is going to 'knock my brains out', pushing me around and telling the neighbors everything that goes on in our house. So I decided that I would go away and get me a job or get married. A boy who comes to see me wants to marry me. He told Mama so."

Nellie has run away from home each time she has gotten a chance. If she is sent to the store she leaves with what money she has. If she goes to the show she fails to return for two or three days.

Maud, a "nice girl" was sent to the Training School because of circumstances involving her environment.

The home consists of one room with one bed. The mother does not work. The mother, Maude, and a younger sister share this one bed. The family has been known to the Department of Public Welfare over a period of years.

The father's whereabouts are unknown.

Maud was sent to the Training School because she left home and refused to return. When questioned as to her reason for not wanting to return, she gave the following information:

"I left home because I was tired of living in all of that filth and sleeping on the floor. My mother has my sister and me to sleep on the floor when her men company spend the night with her."

In the Training School, Maud's progress was very good and the Director recommended her highly upon her return to her home.

Back in her home, Maud was faced with the same problem and came to the judge and probation officer and reported the conditions. She was placed in the home of a relative.

Alma, a "cafe and train station girl" was twelve years old at the time of her first delinquency. She was brought into juvenile court for hanging around the bus, terminal station, and cafes molesting the men patrons by begging them for money.

In the home Alma has not been able to cope with her home life. Her mother is married to a man whom Alma does not like. She said that the stepfather does not work. She did not tell why she disliked her stepfather so much, but expressed a desire to stay at the Detention Home rather than return home. It was later revealed that the mother and stepfather had violent quarrels which were somewhat of a continuous process.

Alma has lived at various times with first one relative and another not staying any place for a long length of time before running away.

She begged for money, and stole luggage which looked as if it might have something valuable in it.

Group VI: A "Homewrecker"

Rose Mary, a "homewrecker" was born three years after her mother had separated from her husband. Her mother states that she has been in ill health since the birth of Rose Mary. She believes that Rose Mary's mind has been "poisoned" against her by her relatives with whom Rose Mary formerly lived. Rose Mary has told her on numerous occasions that she had been informed that she was not her mother. Her mother also pointed out that she had never been accepted by her own parents and members of her family for some reason.

Rose Mary resents any effort on the part of the mother to advise her. She feels that she is mean and punishes her too much.

The above factors in Rose Mary's own family and home life may be a source of the impulse to destroy family ties in other homes. Therefore, she centers her attention on the male members in the family. A more detailed discussion as to the meaning which this factor has in the delinquent's role will be discussed in the next chapter.

Group VII: The "Runaway", "Black Sheep", "Bad Girl"
and "Truant"

The "runaway", "black sheep", "bad girl", and "truant" have been discussed individually in a previous group, but have been listed in this group because of factors in their roles such as the child-parent attitude, and also their disrespect for authority.

Ernestine, a "runaway" says, "I left home because I did not like to go to work with my mother and she would not let me go to the show."

Ora, a "black sheep" comes from a home with both mother and father apparently on good terms, a well-furnished clean apartment in a nice neighborhood. Ora was on probation because of two incidents of stealing which her parents had adjusted out of court but she violated all the rules of her probation by not reporting, truancy and running away from home. She stole her father's clothes and pawned them. No other children in the family had given trouble.

Group VIII: "Slick Chick", "Hustler", and "Homewrecker"

Nellie, a "slick chick" is an attractive slender girl with a quiet disposition. Talks very little, but is polite and courteous when she has anything to say.

Nellie was questioned at school by the Visiting Teacher because she appeared to have so much money to spend on herself and friends. The Visiting Teacher had some knowledge of the family's financial status. Nellie refused to talk and after being pushed for an answer finally said that a relative had given it to her.

Later Nellie was brought into court for staying away from home. She would not tell where she was during her absence, and promised not to go away again. It was rumored on the school ground that Nellie was receiving money for unnatural sexual acts, but no one could prove it.

Group IX: "Bus-Cafe and Train Station Girl and Hustler"

The social types mentioned above have been dealt with separately under another group but because of their dominant interest, exploitation, they will be discussed here in summary form leaving the meaning for their clustering around this particular dominant factor for the next chapter.

The girls who hang around the Bus Stations, Cafes, and Train Stations concentrate on begging from men patrons. The "hustler" also included in this group brought forth this comment from the girls:

"Ann knows how to get money and other things when she wants them badly enough. She has a way with men. She can get things from them when no one else can. She's a "hustler."

In the sketches of these delinquent girls, an effort has been made to present those isolated types which have been recognized in the everyday language of the group.

The excerpts from the interviews and case material have been used to illustrate the particular social situations out of which these types have risen and the marked forms of conduct which they have exhibited causing the group to categorize them as a particular social type.

In grouping these types according to their dominant interest or factors in the delinquent role, one gets some indication as to their motivations, aspirations, and drives.

A continuation of some of the case material presented in this chapter will be found in Chapter III for the purpose of explaining the meaning attached to various groups of types which cluster around a particular

dominant factor.

It is evident from the isolated types in this chapter that these types have been created inside of the collective life of the group and have been arrived at through the process of selection and abstraction of accentuated forms of conduct displayed by some of its members and having specific connotations in terms of interest, concern, and disposition of the group.

CHAPTER III

DETAILED CASE ANALYSIS

Current thinking about delinquency concerns itself with the significance of it as a phenomenon. As a mode of behavior which is one part of the stream of life's activities, it must have as much meaning in the total order of happenings as socially acceptable forms of conduct. It must in some fashion be equally as purposive from the standpoint of the individual's needs and urges. Stated in terms of a general principle, the origins of delinquency in every case unquestionably represent the expression of desires and urges which are otherwise unsatisfied. For the onlooker, delinquency merely signifies misconduct, for the offender it is just as much a response to inner drives and other stimuli as any other kind of conduct.

By understanding the general background of causation one may best discover the nature of the special personal experiences and the reactions thereto which have activated the delinquency of the given delinquent. Realizing that delinquency has purposiveness the question arises for the individual in regard to what is the specific meaningfulness of his delinquency.¹

Therefore, it is the purpose of this chapter to attempt to understand through detailed case analysis the social types isolated in Chapter II as they cluster around a particular dominant factor. What meaning does this dominant factor have for them in terms of their delinquency and why do certain groups of types cluster around the same dominant factor? Explanation is also needed for those types which are grouped in more than one group.

¹William Healy and Augusta F. Bronner, New Lights on Delinquency, (New Haven, 1936), p. 2.

This may be explained in the light of the similarity in the delinquent role.

Group I: Dominant Interest - Donation

Type: "Trouble Maker" and "Gang Leader"

The "trouble maker" comes from a family of thirteen children of which she is the tenth. The family has been known to the Department of Public Welfare over a period of years. The mother has little control over the children. The father works most of the time and pays little attention to the children. The family has moved frequently from one neighborhood to another because of their economic status and undesirable behavior of the children. It is from this background of insecurity which Gertrude has come.

It might be presumed then that her delinquency is an attempt to achieve substitutive compensatory satisfactions through special recognition, or attention, even though it carries with it notoriety.¹ To be able to dominate these girls through her troublemaking gives her this satisfaction.

The "gang leader" on the other hand, might have some desire for satisfaction through special recognition but there might also be a feeling of inadequacy due to her homosexual tendencies recognized by the group.

On one occasion when the group was asked about Rosa's "boy friend", the investigator was informed that Rosa did not like boys as they did although she controlled the members of her "gang". She liked girls in the same manner as they liked boys. This feeling of a sexual difference may have produced a feeling of inferiority which she tried to repress by being dominating in her relationship with males. Some children develop such behavior as a compensation for feelings of inferiority.²

It is also true that the person with a strong defense reaction is also inclined to be unusually argumentative. The argumentativeness is a defense of oneself, because by attacking the other person the individual

¹ Ibid., p. 133.

² Mandle Sherman, Basic Problems of Behavior (New York, 1941), p. 336.

attempts to evade criticism of himself. This type of behavior could well be applied to the sociological types in this group.¹

Group II: Dominant Interest - Desire for Things

Type: "Shoplifter"

The beginning of delinquency in girls is usually an impulse to get amusement, adventure, pretty clothes, favorable notice, distinction, freedom in the larger world which presents so many allurements and comparisons.²

The articles which these girls stole as related in the case material of Chapter II indicated that they were attempting to obtain those things which they wanted for attractiveness and which they knew their economic status would not permit them to buy.

When they were questioned as to the reason why they had stolen these articles Harriet said that she knew other girls who had pretty things and they had gotten theirs by shoplifting, so she thought they would try it.

Group III: Dominant Interest - Disrespect for Authority

Type: "Stubborn", "Impudent", "Truant", "Bad Girl", "Black Sheep", and "Rogue"

The significance attached to the dominant interest of these types may best be explained by additional case material.

Bernice, a "truant", was repeating the fourth grade because of her poor attendance. Her attitude about school was passive. There were incidents of falsehood which she used in an effort not to attend school. At one time she told the teacher that the doctor had ordered her to stay out of school because she had a communicable disease which of course, was untrue. She refused to comply with her mother's wish that she return to school. She was not disturbed by the Visiting Teacher's explanation of the consequence of truancy.

This type of behavior is not unusual because reports from schools and clinics have shown that delinquency is frequently preceded by minor

¹ Ibid., p. 169.

² W. I. Thomas, The Unadjusted Girl (Boston, 1923), p. 109.

behavior disorders, such as truancy.¹

On the other hand, the individual may be avoiding a situation in which she feels inadequate and discouraged. Another reason may have developed out of family life antagonism to all forms of authority--school representing one form.²

Other types in this group clustering around this dominant interest are also characterized as having disrespect for authority through their behavior. The meaning of the behavior of these types may be an attempt to get certain ego--satisfactions through direct and conscious or even unconscious expressions of revenge attitudes--perhaps through a hidden desire to punish parents or others by conduct that will make life difficult for them. They may further gain a maximum of self-satisfaction, and inflate the ego, by generally aggressive, anti-social attitudes, that is, by the exhibition of definite hostilities and antagonism to authority.³

Group IV: Dominant Interest - Sexual Expression

Types: "Sex Delinquent", "Kept Woman", "Prostitute", "Streetwalker", and "Hustler"

These types imply similarity in meaning, but the nomenclature applied is different. Nevertheless, their dominant interest is the same.

Susie, a "sex delinquent", mother and father are separated. There is a younger brother in the home. In addition to the accusation made against Susie as to immoral relationship with two men she frequently left home without permission and refused to obey her mother. Her delinquency began after she left the

¹ Mandle Sherman, op. cit., p. 316.

² William Healy and Augusta F. Bronner, op. cit., p. 6.

³ Ibid., p. 134.

home of an aunt with whom she had lived for a long time. Her aunt mentioned this is an interview in an attempt to explain Susie's actions.

Her mother stated that she hated to have her arrested, but she had talked to her and whipped her and neither had done her any good. "I told her that I was going to do this, 'said the mother' but she did not believe me."

Bernice, a "prostitute" and "streetwalker" was a victim of an environment which produced women of this type in abundance, therefore, she recognized the monetary value of soliciting early in life. She related her sex experiences without any shame or a apparent guilt feeling but rather as some act which was of no concern to any one but herself. A detailed account of her experience was related in Chapter II.

The mother had shown a lack of interest in Bernice's welfare in that she had done nothing about her truancy until the Visiting Teacher checked on her absence from school.

Two companions of Sarah, a "hustler" said that she, "really" knew how to get money from boys and men, she knew her way around. In the language of the delinquent an expression of this sort may be interpreted as giving this girl favorable credit for this type of behavior.

Sarah's home life is one of overcrowded conditions, filth and a lack of parental control by both parents. The father works at night and the mother appears overcome by the care of seven other children. She seems to make no attempt to clean the two rooms which the family occupies. The other children were filthy and appeared undisciplined; they ran in and out of the house continuously at the time of this visit. Also during the visit one of the children cut his foot severely and came into the room where his mother and father were, crying and very excited. Neither the mother nor the father made any attempt to look after him. Instead the father scolded him for crying and threatened him with punishment.

Finally, after some time, he went into the room where the child was still crying and threatened him with more severe punishment if he did not stop. It was suggested that perhaps the child should be carried to the hospital. He was carried and six stitches were taken in his foot.

This had an effect upon Sarah because the next day during an office

visit she recalled the incident and commented that that was what she lived through all of the time. The social environment out of which Sarah has come and which has been a contributing factor in her delinquency may be explained by the following statement:

The need for affection and love, or for intimate response--to use W. I. Thomas's phrase, is often a strong motivation which may lead young people into misconduct. Thomas (1923) has shown that frequently young girl's become sexually delinquent not because they are intensely erotic, but because giving sexual favors to young men secures for them a wanted sense of intimacy and affection, even though the relations implied are temporary and often clearly deceptive and exploitative in nature. Often, in these cases, there is a certain deprivation of affectional relations at home, a felt rejection by father, mother, or siblings. In such instances, rather than go into stealing or other aggressive offenses against property and persons, the individual indulges in substitutive reactions which simulate love and affection. Practically all investigations indicate that in our society it is girls rather than boys who fall into this type of misconduct, at least in significantly higher proportion.¹

Group V: Dominant Interest - Escape from Home Situation

Types: "Runaway", "Nice Girl", "Bus-Cafe" and "Train Station Girl"

Nellie, a "runaway" gives a vivid description in the case material recorded in Chapter II as to her relation with her mother and siblings. She feels rejected by both and overpunished. She feels as indicated in an interview with her that the basis of her mother's dislike is because of her physical characteristics which resemble those of her father. The mother and father are living together but the father appears to be dominated by the mother. In spite of this Nellie and her father seem to have a better relationship than the others. Nellie has been persistent in her running away and on one occasion expressed a desire to either go to the Training School or remain in the Detention Home rather than go home.

Maud, a "nice girl" has constantly left home because of the immoral conduct of her mother and the living arrangements. A detailed discussion was made in Chapter II.

¹Kimball Young, op. cit., p. 648.

Alma, "bus-cafe" and train station girl" is in these places of transportation because of her deep hostility for her stepfather and the effect of the constant quarreling which she must listen to between her stepfather and mother.

She has never lived in a place and with anyone long enough to form an attachment for either the home or individuals.

The insecurity which this girl felt because of the factors in her home life resulted in her delinquency. The following statement substantiate this:

We are accustomed to speak of the "broken home" and cover by that generality an immoral and irritating home environment, incompetent parental control, crowded housing conditions, poverty, or splits in the cohesion and cooperation of the family group. None of these defects may exist, yet something may be seriously wrong with the setup. The parents may call it control and education, but it can be unnecessary harshness, interference with vital and sound urges, and even heartless utilization of the youngster's physical forces for the parent's own ends. We regard the runaway as a delinquent under all circumstances. Not infrequently running away is the normal and rescuing reaction of a frightened and overstrained animal. Often there is a slim margin between running away and being driven away, or losing a job....The distress which the girl tries to evade, first by running away and then by delinquency, is parent-made.¹

Group VI: Dominant Interest - Desire for Affection

Type: "Homewrecker"

Rose Mary, a "homewrecker" claims that she has sought companionship elsewhere because her mother was mean to her and frequently left her at home alone at night. Rose Mary lived with an uncle until his death a month before her first court appearance.

She was born out of wedlock and has frequently mentioned that she would like to see what her father looked like.

Her mother tells of an unpleasant childhood, her home conditions were so bad that she married at the age of thirteen in an attempt to find refuge for herself. The marriage lasted only a few months. She stated further that she has always had to make her own way because she was not accepted by her parents as the other children were. She complains of having been ill

¹ Hans Von Hentig, Crime-Causes and Conditions (New York, 1947), p. 113.

since the birth of Rose Mary. She feels that her family has poisoned Rose Mary's mind against her. She commented further that Rose Mary had told her on more than one occasion that she was not her mother.

In addition to what has been said this girl's delinquency may carry with it a desire for affection. The insecurity which she has experienced, the friction which seems to exist between her mother and her family may add to her inability to receive the necessary affection which she desires. She has probably tried to satisfy this need with both of them but has failed.

The great driving forces which have strong emotional concomitants are the general fundamental desires for ego and affectional satisfactions. Specifically we must consider the desire for feeling secure in the family and other social relationships, for feeling accepted by some person or group, for recognition as having some standing as a personality, for feeling adequate somehow or somewhere. The wish for various sorts of affectional response is allied to, though distinct from, desire for recognition, security, and adequacy.¹

Group VII: Dominant Interest - Personal-Child Hostility

Type: "Runaway", "Black Sheep", "Bad Girl", and "Truant"

The case material of each of these types has presented facts which indicate some hostility in the parent-child relationship.

Each has sought some means of expressing her emotions toward this relationship, thus, she has emerged with delinquent behavior.

Parent-child hostility may arise from strong resentment toward actual or fancied wrongs suffered at the hands of older persons: parents, teachers, police officers, and others.

Rebellious behavior often but expresses the inner desire for status, for overcoming some sense of inadequacy. It represents a rather childish device to gain attention, to express one's ego

¹William Healy and Augusta F. Bronner, op. cit., pp. 6-7.

satisfactions in unconventional ways....The individual may feel himself unable to face the demands of his family, of the school, or of his employer. Truant, runaways, family deserters and transients often exemplify this type of reaction to thwarting or felt frustration.¹

Group VIII: Dominant Interest - "Big Timing" (Apeing the Ways of Adults)

Type: "Slick Chick" and "Hustler"

The "slick chick" and "hustler" whose behavior resembles that of adults is a type of aggressive behavior in which this type feels some inferiority or inadequacy. To be able to appear sophisticated in her role gives the types in this group status. Their experience; their contact with men, and other activities confuse the average delinquent but gives the "slick chick" and "hustler" a deep degree of satisfaction.

In both of these types there appears to exist a desire for recognition as explained by W. I. Thomas.² This wish is expressed in the general struggle of men for position in their social group, in devices for securing a recognized, enviable, and advantageous social status.

They attempt to achieve substitutive compensatory satisfactions, while many include the thrill of delinquent adventure and the gratification at obtaining special recognition or attention, perhaps even notoriety as a delinquent.³

Group IX: Dominant Interest - Exploitation

Types: "Cafe-Bus-Train Station Girls and Hustler"

These types through their exploitation attempt to satisfy their desire for revenge. They attempt to get certain ego,

¹Kimball Young, op. cit., pp. 642-43.

²W. I. Thomas, op. cit., p. 31.

³William Healy and Augusta F. Bronner, op. cit., p. 133.

satisfaction through direct and conscious or even unconscious expressions of revenge attitudes--perhaps through hidden desire to punish parents or others by conduct that will make life difficult for them.¹

The outstanding social and psychological factors leading to the delinquent role as indicated in the preceding data may be summarized as follows:

Among the social factors are, broken homes; poverty; overcrowded home conditions; incompetent parental control; sexual immorality on the part of one or both parents; and numerous other social factors which are out growth of these abnormal social situations.

The psychological factors include, aggressiveness; desire for recognition antagonism to authority; need for affection; escape to avoid unpleasantness; desire for adventure; and desire for response.

From these socio-psychological factors one can observe that the behavior of the delinquent is essentially a pattern of adjustment, a way of resolving the emotional tensions resulting from frustrations, therefore, she uses the psychological factors mentioned as mechanisms in an attempt at adjustment in an unusual social situation.

¹ Ibid., p. 134.

CHAPTER IV

CONCLUSIONS

The original purpose of this study was to answer four pertinent questions as they related to sociological types and delinquent girls; and the value of the social type method in this type of research.

The first of these had to do with the isolation and identification of the sociological types among delinquent girls. These have been identified as the "trouble maker", "gang leader", "shoplifter", "stubborn", "impudent", "truant", "bad girl", "black sheep", "rogue", "sex delinquent", "kept woman", "prostitute", "streetwalker", "hustler", "runaway", "homewrecker", "nice girl", and "bus-cafe and train station girl".

These types were derived from the collective life of the group and recognized in their everyday language. They were significant in the lives of these girls because they represented a distinct form of conduct and a characteristic role. It was further revealed that these types arose out of a particular situation of which the group was cognizant.

The second question was concerned with the dominant interest around which these types clustered.

As the study advanced it was discovered that the sociological types isolated and identified clustered around particular dominant interests, namely; Domination and Defensiveness; Desire for Things; Disrespect for Authority; Sexual Expression; Escape from Home Situation; Desire for Affection; Parent-Child Hostility; Big Timing (Apeing the ways of adults), and Exploitation. These lines of dominant interest were derived from the contributing factors in the delinquency of the girls.

Many studies of delinquency have established the fact that the conduct of the delinquent has significant meaning. In view of this an interpretation of the significance of the clustering in the role of these delinquent girls was studied. It was concluded that there were certain outstanding socio-psychological factors leading to the delinquent role.

The overall social factors which figured in this study were: (1) Broken homes; (2) poverty; (3) overcrowded home conditions; (4) incompetent parental control; (5) lack of recreational supervision; (6) bad neighborhoods; and (6) immorality in the home.

The psychological factors were: (1) An attempt to achieve substitute compensatory satisfactions through domination and aggressiveness; (2) desire for new experience, security, recognition and response; (3) to obtain self-satisfaction by aggressive, anti-social attitudes, and by hostility and an antagonism to authority; (4) need for affection, or for intimate response; (5) an attempt to avoid an unpleasant situation by escape; (6) a desire to be wanted and accepted; (7) an attempt to strengthen the ego as a consequence of a feeling of inferiority; (8) desire for adventure; and (9) an attempt at revenge as a way of obtaining satisfaction, such as the desire to punish parents.

As a result of the findings it is believed that the social type method offers a strategic means of learning the interests, problems, and definitions made by a group of delinquent girls with reference to the social situation in which they live. It is further believed that these girls arrived at their own "universe of discourse" by selecting or abstracting accentuated forms of conduct displayed by members of the group. Not only can the group identify this type, but under certain conditions these roles and functions

have meaning with reference to dominant interests.

The data which the social-type method reveals in the study of the delinquent girl is intimate in nature and offers insight into collective recognition by the girls of their conduct.

Therefore, as pointed out in Strong's study it seems feasible that further use of the social type method maybe made in the study of criminal groups.

It would be of interest to know what kind of categorization exists in such groups, what constitutes their primary and derivative axes of life, what social worlds exist within a criminal group, what conceptions the various social types have of their role in their respective segments of the larger group, what is the run of attention of various levels in such a group, etc. A study of this nature is likely to throw much light on the very nature of what is generally termed crime.....The social type method offers a strategic means of learning the interest, problem, and definitions made by the group with reference to the general social situation in which it lives.¹

¹ Samuel Strong, "Social Types in the Negro Community of Chicago: An Example of the Social Type Method." Unpublished Ph. D. dissertation, University of Chicago, 1940, p. 334.

APPENDIX A

Data Sheet

Name _____

Age _____ Date of Birth _____

Position in Family: Oldest child _____

 Youngest child _____

 In between _____

 Only _____

Parental Status: Both parents in home _____

 One or both parents dead _____

 Step-father _____

 Step-mother _____

 Parents separated or divorced _____

 Living in adoptive or foster home _____

 Illegitimate _____

Physical Condition: Good physical condition _____

 Very tall _____ Very short _____

 Overweight _____ Underweight _____

Sexual Development:

 Premature _____ Normal _____

 Retarded _____ Average _____

School Status: Markedly below grade or age leve in school _____

 Achievement tests _____

 Definitely poor scholarship record _____

 Strong dislike of school in general _____

Strong dislike of some teacher_____

Regards herself as teased or unpopular at school____

Repeated, often excessive truancy_____

Very rare truancy_____

Age of First Delinquency_____

Offense: Petty pilfering, including stealing from Five and Ten cent

store_____

Serious shoplifting_____

Considerable truancy_____

Running away from home_____

Staying out all night_____

Hetrosexual offenses_____

Others_____

Habits and Interest: Strong interest in active games and athletics_____

Much attendance at movies more than twice a week____

Much smoking_____

Associates with delinquent companions_____

Social Relationships: Good general family relationships_____

Father loved_____

Mother loved_____

School strongly disliked_____

Marked dislike of either school or of father or
mother_____

School liked _____

Marked dislike either of brother or sister _____

Current Reason for Being Brought into Court:

Recommendations:

Summary:

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